

**DEPARTMENT OF THE TREASURY
FEDERAL LAW ENFORCEMENT TRAINING CENTER
TRAINING DIRECTORATE**

**TRAINING MANAGEMENT AND
COORDINATION DIVISION**



**Homeland
Security**

SYLLABUS

**LAW ENFORCEMENT INSTRUCTOR IN-SERVICE
TRAINING PROGRAM**

SH100

FEB/03

LAW ENFORCEMENT INSTRUCTOR IN-SERVICE TRAINING PROGRAM (LEIISTP)

SYLLABUS

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GENERAL INFORMATION

Purpose of the LEIISTP

The Law Enforcement Instructor In-Service Training Program (LEIISTP) is designed to provide re-certification of Lead Instructors and Senior Instructors at the Federal Law Enforcement Training Center (FLETC). Re-certification is required after the third year of completion of the Law Enforcement Instructors Training Program (LEITP). The LEIISTP is a Center Advanced training program managed by the Training Methodologies Branch of the Training Management Division. The program is offered approximately four to eight times yearly to Center instructors and partner organization personnel assigned to Center programs.

The LEIISTP incorporates a variety of instructional methodologies including lectures, discussions, demonstrations, role-plays, laboratories and a practical exercise. Additionally, numerous courses in education and training principles are presented to prepare students to conduct quality training.

Qualification for Attendance

For acceptance into this program, the individual should:

1. Be an instructor employed by the FLETC or a partner organization.
2. Have successfully completed the Law Enforcement Instructor Training Program (LEITP) at least one year prior to attending LEIISTP.

Length of Program

The LEIISTP is five (5) instructional days in length and consists of forty (40) course hours.

Standard Daily Schedule

Morning Session	7:30 a.m. to 11:30 a.m.
Lunch	11:30 a.m. to 12:30 p.m.
Afternoon Session	12:30 p.m. to 4:30 p.m.

Participant Evaluation

The participants are required to complete the course and prepare and present a project of their choice. Individuals or teams can present projects. The presentations should represent projects that the participants have been working on, or would like to work on.

Additional Information

Additional information concerning the LEIISTP may be obtained by contacting:

Branch Chief
Training Methodologies Branch
Training Management Division
Federal Law Enforcement Training Center
1131 Chapel Crossing Road
Glynco, GA. 31524
(912) 267-2523

COURSE INFORMATION

LEIISTP

COURSE DESCRIPTION AND OBJECTIVES

Responsibility for the supervision and delivery of instructional material taught to the students by the Center's instructional staff rests with the Office of Training.

The course description and objectives are presented in alphabetical order in the following format: course title, length, and method of presentation, description, terminal performance objectives, enabling performance objectives, special requirements and method of evaluation. The length of the course is presented in hour and minute notations. Four methods of presentation are listed with this format:

Lecture/Discussion – A training situation in which an instructor presents students with materials and generates class discussions.

Student Centered Learning – A methodology whereby the instructor oversees various student activities involving learning. Methodologies will include group discussions, problem solving, brainstorming, skits, role-plays, etc.

Laboratory - Non-graded 10-minute and 30-minute presentations in which students practice instructional skills under the guidance of an evaluator.

SYLLABUS

COURSE TITLE: COURSE DEVELOPMENT

COURSE NUMBER: 109

COURSE DATE: DEC/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
:30	2:00		2:30	LEIISTP

DESCRIPTION:

Course Development for LEIISTP was developed to provide participants with the exposure to course development techniques and processes beyond their existing scopes. A panel of experts is brought together in the classroom to discuss the course development process and to answer any questions the participants might have.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Having been assigned lesson or program responsibilities at the FLETC, the participant will demonstrate the correct process to conduct a CRC or CDC, in accordance with FLETC Directive 94-01.

ENABLING PERFORMANCE OBJECTIVES (EPO):

1. Identify the steps to take to change or develop a FLETC lesson and to gain all necessary approvals to put the lesson in place.
2. Identify the steps to take to change or develop a FLETC program and to gain all necessary approvals to put the program in place.

STUDENT SPECIAL REQUIREMENTS:

1. Have a lesson or program in mind that you would like to change or develop.

METHOD OF EVALUATION:

NONE

SYLLABUS

COURE TITLE: E-LEARNING

COURSE NUMBER: 105

COURSE DATE: NOV/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
1:00	1:00		2:00	LEIISTP

DESCRIPTION:

Technology has generated a wealth of creative opportunities for trainers – and for learners. The explosion of the Internet over the past decade (and related technologies such as “Intranets” and “Virtual Private Networks”) has enormous implications for the world of training. This course describes the several benefits of electronic training, often referred to as “e-Learning”, discusses its limitations, and points the student in several directions for further exploration.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

At the conclusion of this course the student will be able to identify the appropriate role of “e-Learning” in the world of adult training.

ENABLING PERFORMANCE OBJECTIVES (EPO):

1. Define the term “e-Learning” and identify several technologies that are included in this concept.
2. Identify several advantages and disadvantages of e-Learning.
3. Identify several commercial sources of assistance in the development e-Learning applications.
4. Identify several Internet web sites, commercial and otherwise, that provide Internet-based training opportunities.

STUDENT SPECIAL REQUIREMENTS:

Computer classroom with Internet access required.

METHOD OF EVALUATION:

NONE

SYLLABUS

COURSE TITLE: ETHICAL ISSUES IN LAW ENFORCEMENT TRAINING

COURSE NUMBER: 151

COURSE DATE: NOV/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
2:00			2:00	LEIISTP

DESCRIPTION:

This course will examine several of the major ethical issues involved in law enforcement training. The bulk of the class time will deal with those principal ethics questions that involve instructors at the Federal Law Enforcement Training Center. Among those issues are copyright infringements, cultural sensitivity, fraternization, improper lab or P.E. "assistance," sexual harassment and disclosure of test questions. Through classroom discussion and team problem-solving exercises, the new instructors will devise effective means to prevent and/or resolve such ethical questions should they occur.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Encountering an issue of professional ethics, the new instructor will be able to effectively resolve the issue consistent with accepted ethical practices and FLETC policy, as well as avoid any appearance of impropriety.

ENABLING PERFORMANCE OBJECTIVES (EPO):

1. Identify the major ethical issues involved in law enforcement training.
2. Identify ways to resolve certain ethical difficulties.
3. Identify sources from which to obtain advice or counsel regarding certain ethical concerns.

STUDENT SPECIAL REQUIREMENTS:

There are no special requirements.

METHOD OF EVALUATION:

Demonstrated proficiency in the team problem-solving exercises presented to the class.

SYLLABUS

COURSE TITLE: FORMATTING LESSON PLANS

COURSE NUMBER: 132

COURSE DATE: NOV/2002

LENGTH OF PRESENTATION:

Presentation	Lab	P.E.	Total	Program
2			2	LEIISTP

DESCRIPTION:

This course is designed to enable the instructional staff to correctly format lesson plans using Microsoft *Word*. The FLETC directive and manual 94-01 provide guidelines, samples, and directions for the creation and revision of lesson plans, and this course assists the instructor and instructional team by providing training in the necessary aspects of lesson plan formatting. The use of the *Word* outline feature, page numbering, and creating a table of contents are covered in the course. Instruction takes place in a computer room.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Given the task of developing or revising a lesson plan, the instructor will be able to produce the document in accordance with the specifications of the Microsoft *Word* program, and consistent with the guidelines found in the FLETC course development process manual FM 94-01.

ENABLING PERFORMANCE OBJECTIVES (EPOs):

2. Identify the rules and procedures for outlining a document.
3. Identify the process of inserting page numbers.
4. Identify the method of creating a table of contents.

STUDENT SPECIAL REQUIREMENTS:

There are no special requirements.

METHOD OF EVALUATION:

NONE

SYLLABUS

COURSE TITLE: INDEPENDENT STUDY OR COLLABORATIVE TEAM PROJECT

COURSE NUMBER: 103

COURSE DATE: NOV/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
	8:00	5:00	13:00	LEIISTP

DESCRIPTION:

This block of time will allow the participant, either independently or in collaboration with one or more colleagues, to work on a particular topic of interest. The eight-hour timeframe may serve as a springboard toward the investigation of a specific subject matter. Any professionally related topic may be considered, but it should be one of particular interest and use to the instructor, the division, to the FLETC or to law enforcement in general. This is an opportunity for the participants to begin a study, conduct further research or work on a topic, or perhaps bring a study to completion. Topics such as *Advanced Presentations*, *Critical Incident Management*, *Curriculum Development (CDC/CRC)*, *Principles of Leadership*, *Mentoring*, *Professionalism*, *Research Technology*, *Training Support*, an article for publication, or converting an existing lesson plan to a student-centered learning methodology are among those that have been suggested. However, any law enforcement-related topic of interest may be considered for this unit.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Having selected a topic of interest, the participant (or members of the collaborative team) will present a fifteen-minute report to the class during the last day of the in-service program. The report should provide a brief description of the project, future milestones along the way to project conclusion, and the tentative completion date for the study.

ENABLING PERFORMANCE OBJECTIVES (EPO):

1. Select an appropriate topic for an independent or collaborative study.
2. Conduct the essential research.

3. Prepare and deliver a fifteen-minute progress report to the full class.

STUDENT SPECIAL REQUIREMENTS:

There are no Special Requirements.

METHOD OF EVALUATION:

Completion of course.

METHOD OF EVALUATION:

Completion of course.

SYLLABUS

COURSE TITLE: INSTRUCTIONAL SYSTEM DESIGN - CBT

COURSE NUMBER: 130

COURSE DATE: DEC/02

LENGTH OF PRESENTATION:

SELF-STUDY	LAB	P.E.	TOTAL HOURS	PROGRAM
1:00	1:30		2:30	LEIISTP

DESCRIPTION:

This block of time will allow the participants, in collaboration as a team, to work on the TMD designed CBT self-study module for Instructional System Design (ISD). One hour is allotted to teams reviewing the CBT software. Additional time is available for team study on day four, if needed. On day five, each team is required to make a presentation covering one or more of the phases of the Instructional System Design Model.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Having reviewed the Instructional Systems Design self-study program on CBT, teams will deliver an overview of one or more of the phases of CBT, in accordance with the FLETC Manual 94-01.

ENABLING PERFORMANCE OBJECTIVES (EPO):

1. Review the CBT module on Instructional Systems Design.
2. Conduct all necessary team research.
3. Prepare and deliver a fifteen-minute progress report to the full class.

STUDENT SPECIAL REQUIREMENTS:

There are no Special Requirements.

METHOD OF EVALUATION:

Progress Report.

SYLLABUS

COURE TITLE: INTERNET AS A RESEARCH TOOL

COURSE NUMBER: 3033

COURSE DATE: SEPT/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
2	2		4	LEIISTP

DESCRIPTION:

The Open Sources of the Internet provide an extraordinary tool for law enforcement instructor researchers. This course describes the most efficient methodologies for research, provides guidelines on specific problem areas, and presents a list of helpful web addresses.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Given a computer with Internet access and a topical area for academic research, the student will be able to access the Internet, and search for and retrieve specific reference material to support the research topical area.

ENABLING PERFORMANCE OBJECTIVES (EPO):

1. Identify advantages and benefits of the Internet as a Training Research tool.
2. Identify several techniques to apply when initiating an Internet research project.
3. Identify the appropriate techniques to utilize an Internet Search Engine.
4. Identify the proper format for Internet citations in the bibliography or reference area of a research paper.
5. Identify the proper steps to take in saving Internet files to a local disk.
6. Describe the appropriate and efficient use of browser Bookmarks.
7. Identify appropriate steps for protecting the user's identification and privacy when using the Internet.

STUDENT SPECIAL REQUIREMENTS:

Computer Workstation with Internet access.

METHOD OF EVALUATION:

Completion of lab exercises and course.

SYLLABUS

COURSE TITLE: INTRODUCTION TO ACCREDITATION

COURSE NUMBER: 112

COURSE DATE: APR/02

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
:30	:30		1:00	LEIISTP

DESCRIPTION:

This course is divided into two (2) parts, which include (1) a lecture/discussion regarding the background, mission, organization, and procedures of the Federal Law Enforcement Accreditation (FLETA) effort, an orientation to the types of standards required of an accredited academy or training program, and the expectations of program managers, supervisors, course developers, and instructors in meeting Instructor Certification requirements. The second part (2) is a laboratory in which participants will explore the role of assessors, apply various standards to current FLETC situations to determine whether standards are being met and, if not, determine corrective action.

TERMINAL PERFORMANCE OBJECTIVE:

Given a series of written FLETA standards the LEIISTP participant will determine whether FLETC exemplars meet the standards based upon the requirements listed on an assessor check sheet.

ENABLING PERFORMANCE OBJECTIVES (EPOs):

1. Identify the mission, goals, and anticipated benefits of the FLETA.
2. Identify key ISD, FLETA Certified Instructor standards, and general types of standards in the FLETA Standards Manual.
3. Using selected standards, determine whether sample files provide sufficient quality and quantity of information to meet FLETA standards.
4. Identify major barriers in applying FLETA Standards to FLETC training programs.

STUDENT SPECIAL REQUIREMENTS:

Handouts (one per student):

- Assessor Compliance File Check Sheet
- FLETA Standards Manual
- PowerPoint Notes (3/pg.)
- Sample Compliance File Folders (1 set per table)

Equipment:

- Separate tables (small group workspace) for 3-5 participants
- Computer
- LCD Projector
- ELMO or Vizcam
- Flip Charts and Markers (1/table, 1 for instructor)

METHOD OF EVALUATION:

Peer review of individual and small group presentations.

SYLLABUS

COURSE TITLE: LEARNING ENVIRONMENT MANAGEMENT

COURSE NUMBER: 102

COURSE DATE: NOV/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
2:00			2:00	LEIISTP

DESCRIPTION:

This course is designed to assist practicing instructors with student advisement issues and learning environment management concerns. The emphasis of the course is on the appropriate procedures to follow when student problems arise; which of the FLETC directives would properly relate to the problem; and which contacts should be made when misconduct problems occur.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

When met with an issue of student advisement or classroom management, the instructor will determine the various options available for student assistance, or an acceptable means of resolving the classroom problems consistent with the pertinent FLETC directives and support offered by the different FLETC services and divisions.

ENABLING PERFORMANCE OBJECTIVES (EPO):

1. Identify the responsibilities and range of support offered by the Training Management Division.
2. Identify the avenues available for a student to obtain help.
3. Examine the appropriate FLETC directives for guidance concerning student discipline issues.
4. Demonstrate the ability to effectively manage classroom problems.

STUDENT SPECIAL REQUIREMENTS:

There are no special requirements.

METHOD OF EVALUATION:

NONE

SYLLABUS

COURSE TITLE: PROBLEM-SOLVING MODELS

COURSE NUMBER: 104

COURSE DATE: DEC/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
1.5			1.5	LEIISTP

DESCRIPTION

This course is designed to give law enforcement instructors and/or other staff a fundamental knowledge of the use of problem-solving models. The format for this block of instruction is the facilitated format, which will require the students to be responsible for their own learning once they have received a basic explanation of the structure of a problem-solving model. The students will complete an assignment within the classroom using one of the problem-solving models given them.

TERMINAL PERFORMANCE OBJECTIVE:

Given a scenario, the student will solve a classroom/tutorial problem using one of the four problem-solving models provided.

ENABLING PERFORMANCE OBJECTIVES:

1. Identify what a problem-solving model is.
2. Identify and define four problem-solving models used in law enforcement today.
3. Demonstrate problem-solving models using an "instructor" issue provided.

SPECIAL REQUIREMENTS:

None

METHOD OF EVALUATION:

NONE

SYLLABUS

COURE TITLE: STUDENT ASSESSMENT

COURSE NUMBER: 123

COURSE DATE: NOV/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
1	1		2	LEIISTP

DESCRIPTION:

The basis of all criterion-referenced assessment instruments is that two distinct groups of students exist in the training environment, namely, the qualified and the unqualified. The task of these instruments is to reliably identify and distinguish these two groups.

At the FLETC, student performance is measured by written multiple-choice tests, by practical exercises, or by both. Proper design and delivery of these evaluation instruments is essential to certification and must be done in a manner that is justified, reliable, and defensible.

Furthermore, when a preliminary set of written test-items and /or performance-based evaluation criteria is created prior to writing the lesson plan, a much more student-focused product follows. These job-related evaluation criteria allow the course developer to prepare students with the appropriate knowledge, skills, and attitudes (KSAs) needed for success on he job, while avoiding nice-to-know, but superfluous, filler.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Given a job related learning goal, the participating law-enforcement instructor will describe a process for developing effective assessment instruments, establish evaluation criteria, and defend the ability of those instruments to distinguish between qualified and unqualified students.

ENABLING PERFORMANCE OBJECTIVE (EPO):

1. Describe the characteristics (qualitative ksa's) of the two groups to be distinguished, i.e. the qualified vs. the unqualified students.
2. Contrive questions and/or situations that could be used to assess each of those distinguishing qualities.

3. Construct quantitative scales, simulations, and/or analogues for these qualities.
4. Develop minimum standards, opportunities for remediation, and consequences of repeated failure.
5. Develop a plan to collect empirical data, measures of the effectiveness of the instruments, and a process for adjusting the standards.

SPECIAL REQUIREMENTS:

NONE

METHOD OF EVALUATION:

NONE

SYLLABUS

COURE TITLE: STUDENT-CENTERED LEARNING

COURSE NUMBER: 101

COURSE DATE: JULY/01

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL HOURS	PROGRAM
2:00			2:00	LEIISTP

DESCRIPTION:

This course introduces the participants to the aspects of student-centered learning (SCL) methodologies. Student-centered learning places the focus on the students and on active learning, whereas teacher-centered learning focuses more on the instructor as imparter of information. The concepts of team building, team roles and team projects are introduced, including the techniques of brainstorming, "jigsawing," discussion and forming consensus reports. During the course the students work in teams on introductory projects such as defining the procedures involved with SCL, determining benefits of SCL, and on identifying the roles of the classroom facilitator and of the learner in an SCL setting.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Within a classroom environment, the participant will conduct a variety of student-centered learning activities by engaging the students in several effective learning exercises and projects in order to bring about competency in the particular topic or subject matter.

ENABLING PERFORMANCE OBJECTIVES (EPO):

1. Identify the fundamental aspects of student-centered learning.
2. Identify the benefits of student-centered learning.
3. Identify the role of the learner in a student-centered learning environment.

STUDENT SPECIAL REQUIREMENTS:

There are no special requirements.

METHOD OF EVALUATION:

NONE

COURSE INFORMATION

LEIISTP HOURS OF INSTRUCTION

COURSE	LECTURE	LAB	P.E.	TOTAL
Course Development	:30	2:00		2:30
E-Learning	1:00	1:00		2:00
Ethical Issues in Law Enforcement	2:00			2:00
Formatting Lesson Plans	:30	1:30		2:00
Independent Study or Collaborative Team Project	8:00	5:00		13:00
Instructional Systems Design – CBT		2:30		2:30
Internet as a Research Tool	2:00	2:00		4:00
Introduction to Accreditation	1:00			1:00
Learning Environment Management	2:00			2:00
Problem-Solving Models	1:30			1:30
Student Assessment	1:00	1:00		2:00
Student-Centered Learning	1:00	2:00		1:30
TOTAL	20:30	17:00		37:30
Administration Time				2:30
Program Total				40:00

FEDERAL LAW ENFORCEMENT TRAINING CENTER
LAW ENFORCEMENT INSTRUCTOR IN-SERVICE TRAINING PROGRAM

Revised: 02/01/03

PROGRAM SPECIALIST: MIKE FORCE
PROGRAM TECHNICIAN: MARY LATHAM
EDUCATIONAL AIDE:

CLASS NO: LEIISTP-

AGENCY: MIXED

BLDG. NO: 216
ROOM NO: 129
WEEK NO: 1

HOURS	MON (1)	TUE (2)	WED (3)	THU (4)	FRI (5)
7:30	WELCOME AND ORIENTATION	106 INTERNET AS A RESEARCH TOOL	109 COURSE/PROGRAM DEVELOPMENT PROCESS (7:30 - 9:45)	103 INDEPENDENT STUDY OR COLLABORATIVE TEAM PROJECT	130 INSTRUCTIONAL SYSTEMS DESIGN - CBT (TEAM REPORTS)
8:30	TMD	BLDG. 212, ROOM ____ (INTERNET CAPABLE)	PANEL DISCUSSION AT 8:30	(WORKSHOP)	RED
8:30	101 STUDENT-CENTERED LEARNING (SCL)				103 INDEPENDENT STUDY OR COLLABORATIVE TEAM PROJECT PRESENTATIONS
9:30			RED		
10:30	TMD/SSD		104 PROBLEM-SOLVING MODELS (10:00 - 11:30)		
10:30	(SCL PRESENTATION)				
11:30	SSD/TMD	FFI/ETD	USPP/TMD		FAD
11:30	CLASS PHOTO (TIME? DAY?)				
LUNCH	BLDG. 76				
12:30	GAME ROOM #1				
12:30	105 e-LEARNING	130 INSTRUCTIONAL SYSTEMS DESIGN - CBT (SELF-STUDY)	102 LEARNING ENVIRONMENT MANAGEMENT	103 INDEPENDENT STUDY OR COLLABORATIVE TEAM PROJECT (CONT'D)	103 INDEPENDENT STUDY OR COLLABORATIVE TEAM PROJECT PRESENTATIONS (CONT'D)
1:30	BLDG. 212, ROOM ____ (INTERNET CAPABLE)	112 INTRODUCTION TO ACCREDITATION		(WORKSHOP)	
2:30	FFI	TMD	TMD/BSD		FAD
2:30	132 FORMATTING LESSON PLANS	108 STUDENT ASSESSMENT	120 ETHICAL ISSUES IN LAW ENFORCEMENT TRAINING		CRITIQUES and GRADUATION *
3:30	BLDG. 212, ROOM ____ (INTERNET CAPABLE)				* (Graduation time will vary, depending upon the length of the Independent Study or Collaborative Team Reports.)
4:30	FFI	RED	LC		TMD
AFTER					
4:30	<u>DISTRIBUTION:</u> ETD, FAD, FFI, LC, RED, SSD, TMD, USPP				LEIISTPsched.xls